

## HST/JUS/REL 374: THE HOLOCAUST IN EXPERIENCE AND MEMORY

MW 10:00-11:15, Fall 2014

Prof. Susan Crane

Office/Hours: Social Sciences 237A/ W 11:30-12:00; Thurs 9:45-10:45 and by appointment

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This course will explore the history, memories and representations of the Holocaust, the attempted annihilation of European Jews, and the murderous persecution of the Roma, Sinti and other racial and political opponents by the Third Reich in Germany, 1933-1945. We will discuss the perspectives of survivors, perpetrators, witnesses, historians, and ourselves as students, while seeking to understand the nature of this event and its significance. Students will acquire historical knowledge about the events of the Holocaust; learn how to critically interpret diverse types of primary and secondary sources of historical information; and produce their own ethically responsible interpretations of complex historical information.

### READING

All of the assigned readings are either available for purchase or on D2L (see list of readings at the end of the syllabus). Books available for purchase include:

Doris Bergen, *War and Genocide: A Concise History of the Holocaust*, 2<sup>nd</sup> edition

Art Spiegelman, *Maus: A Survivor's Tale*, v. 1 and *Maus: And Here My Troubles Began*, v. 2

### CLASS PARTICIPATION

Students should have completed each reading assignment in advance of the class meeting for which it is assigned, and be prepared to discuss the material in depth. **Regular attendance and participation in daily discussion are expected.** To assist preparation for discussion, students will regularly write a one-page **reading analysis**.

### ASSIGNMENTS

\*\*All written work should be formatted in 12-pt Times Roman font with standard margins and double spaced.

\*\*All writing assignments must be submitted electronically to D2L Dropbox before the beginning of the class in which they are due. All writing assignments must also be submitted as hard copy during the class in which they are due.

\*\***Reading analysis:** ONE double-spaced, typed page of coherent comments, questions and reflections on ALL of the assigned reading for that due date. Do not summarize the reading; a better paper will focus on one major theme that interested you. It's always a good idea to cite or quote from the text; you may use the short citation format at the end of the sentence (**author, page**). Only students who have excused absences on reading analysis due dates may make up the assignment by writing an analysis of another day's reading and handing it in on the day that reading is assigned.

### GRADES AND ATTENDANCE

Class participation, reading analyses, debate paper: 25%

Newspaper research assignment: 10%

Two exams (weighted equally): 40%

Final paper: 25%

All writing assignments are due in class on the required date and will not be accepted later without prior permission of the instructor.

#### Absence Policy:

If you know you will have to miss a class for legitimate reasons, you are expected to inform the instructor in advance. Late work will be accepted only from students who have received prior permission for excused absences on due dates.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

#### HISTORY DEPARTMENT PLAGIARISM POLICY

Plagiarism and cheating will not be tolerated. All assignments performed for this course must be original and must be performed individually unless otherwise noted. Every incident of academic dishonesty will be strictly punished. The history department mandates that academic dishonesty be punished by **a failing grade for the course**. Additional sanctions may include a permanent record on your academic transcript and suspension or expulsion from the university. For more information on UA policies concerning academic integrity see:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>.

**If you have any concerns about what plagiarism is and how to avoid it, consult the Main Library** <http://www.library.arizona.edu/applications/quickHelp/tutorials/search/term:plagiarism>.

#### GRADING PHILOSOPHY

A "grade" is a single letter given to indicate the level of performance attained in scholastic work. It is the professor's evaluation of the accuracy, depth and quality of expression found in students' written assignments for this course. Although it is not a precise measure, each letter has a meaning that conveys important feedback about the quality of academic work. An "A" is reserved for the very best work in the course. It means that the student far exceeds normal expectations for work at this level in all aspects of the assignment (accuracy, depth, quality of expression). Grades in the "B" range indicate that while accurate and adequate in depth and quality of expression, the assignment could still be improved significantly in one or more of these aspects. Grades in the "C" range indicate that the student has met minimum expectations for undergraduate work in the course, but that his or her work is undistinguished in accuracy, depth and/or quality of expression; considerable room for improvement exists. A "D" grade indicates that student work is below expectations for undergraduate work and that serious deficiencies need to be addressed. An "F" indicates that the student has not performed the assigned work.

#### ACCESSABILITY AND ACCOMODATIONS

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in the classroom should remain available for students who find that standard classroom seating is not usable.

AND FINALLY:

The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

## CLASS SCHEDULE

Aug. 25	Introduction
Aug. 27	Jews in Europe and Anti-Semitism, 1800-1933. Read: Bergen, ch. 1
Sept. 1 Sept. 3	Labor Day: no class meeting From Weimar to Hitler. Read: Bergen, ch. 2
Sept. 8	Antisemitism as Propaganda. Read: Levy, ed., "Adolf Hitler and the Jewish Question" and Hitler, "Propaganda" [D2L] <b>Reading Analysis Due</b>
Sept. 10	The Third Reich. Read: Bergen ch. 3
	Exam Review Questions posted on D2L
Sept. 15	Aryanization and the Concentration Camps: Read: Bergen, ch. 4
Sept. 17	<b>EXAM 1</b>
Sept. 22	World War II and the Holocaust. Read: Bergen, ch. 5
Sept. 24	World War II and the Holocaust. Read: Bergen, ch. 6 <b>Reading Analysis Due</b>
Sept. 29	Perpetrators. Read: Browning, "One Day in Josefow" [D2L]
	Exam Review Questions posted on D2L
Oct. 1	Film: "The Łodz Ghetto"
Oct. 6	Film: "The Łodz Ghetto" (conclusion)
Oct. 8	"The Final Solution": Read: Bergen, ch. 7
Oct. 13	The Persecution of Roma, Sinti and Gays
	Read: Sybil Milton, "Gypsies" and Burleigh, <i>The Racial State</i> , pp. 182-197 [D2L] <b>Reading Analysis Due</b>
Oct. 15	Death Marches and "Liberation". Read: Bergen, Ch. 8
Oct. 20	Postwar Justice? Perpetrators on Trial Optional reading: Bergen, conclusion
Oct. 22	<b>EXAM 2</b>
Oct. 27	Survivor Testimonies I. Read: selections from Boder, <i>I Did Not</i>

	<i>Interview the Dead</i> , Intro plus chs. 1 and 4 [D2L] <b>Reading Analysis Due</b>
Oct. 29	Survivor Testimonies II. Read: Spiegelman, <i>Maus</i> , vol. 1 Newspaper Research assignment on D2L
Nov. 3	Discussion. Read: Spiegelman, <i>Maus</i> , vol. 2 <b>Reading Analysis Due</b>
Nov. 5	Film: "Children of the Holocaust"
Nov. 10	Who Knew What When? <b>Due in class: Newspaper Research assignment</b>
Nov. 12	Women in the Third Reich Read: Burleigh, <i>The Racial State</i> , Ch. 8 and Kluger, from <i>Still Alive</i> [D2L]
*Nov. 13	*Performance of "No Way Out" at the Temple of Music and Art, 7:00-8:30
Nov. 17	Gender and Holocaust Experience Read: Fink, "A Scrap of Time" and "The Table"; Perl, "A Doctor in Auschwitz"; and Delbo, "Days and Memory" in Rittner and Roth, eds, <i>Different Voices</i> [D2L]
Nov. 19	Knowing about the Holocaust through Images: Two Albums [see D2L for instructions]
Nov. 24-26	Film: selections from Claude Lanzmann, "Shoah" (1985) Debate paper and final paper assignments posted on D2L
Dec. 1	Lecture: Memorials and Museums vs. Holocaust Denial
Dec. 3	Debate: Denial on Campus? Read: Lipstadt, <i>Denying the Holocaust</i> , ch. 10 [D2L] <b>Due in class: debate paper</b>
Dec. 8 Dec. 10	Lecture: Remembering the Holocaust No class
*Dec. 11 (Dead Day)	*Visit Tucson Jewish History Center/Holocaust History Center, 564 S. Stone Ave, 10:00-12:00
Dec. 12	Final paper due by 5pm in Prof. Crane's mailbox, Soc Sci 215

Reading List (in order of assignment)

Richard Levy, ed., *Antisemitism in the Modern World: An Anthology of Texts* (Lexington, Mass.: DC Heath and Company, 1991), pp. 203-223: "Adolf Hitler and the Jewish Question".

Adolf Hitler, "Propaganda". Selection from *Mein Kampf* in *Readings in Western Civilization, vol. 9: Twentieth-Century Europe*, John Boyer and Jan Goldstein, eds. (Chicago: University of Chicago Press, 1987), pp. 214-218.

Christopher Browning, "One Day in Josefov," in Peter Hayes, ed., *Lessons and Legacies: The Meaning of the Holocaust in a Changing World* (Evanston, IL: Northwestern 1991), 196-209.

Carol Rittner and John Roth, eds., *Different Voices: Women and the Holocaust* (New York: Paragon House, 1993): Ida Fink, "A Scrap of Time" pp. 40-45; Gisella Perl, "A Doctor in Auschwitz" pp. 104-118; Ida Fink, "The Table" pp. 332-348; Charlotte Delbo, "Days and Memory" pp. 328-333.

Ruth Kluger, *Still Alive* (The Feminist Press at the City University of New York, 2001), pp. 70-79, 84-88.

Michael Burleigh and Bernard Wipperman, *The Racial State: Germany 1933-45* (Cambridge: Cambridge University Press, 1991), pp. 182-197, 242-267; 342-43, 349-352 (notes).

Sybil Milton, "Gypsies as Social Outsiders in Nazi Germany" in Robert Gellately and Nathan Stolfus, eds., *Social Outsiders in Nazi Germany* (Princeton: Princeton University Press, 2001), pp. 212-232.

David Boder, *I Did Not Interview the Dead* (Urbana, University of Illinois Press, 1949), Intro, Chs. 1 and 4 (pp. xi-xix; 1-25; 95-126).

Deborah Lipstadt, *Denying the Holocaust* (Free Press, 1993), Ch. 10, "The Battle for Campus" (pp. 183-208).